

**THE INFLUENCE OF USING TASK BASED LEARNING THROUGH STUDENTS' ABILITY IN WRITING
RECOUNT TEXT AT THE SECOND SEMESTER OF EIGHTH GRADE STUDENTS OF SMP AL-HUDA
JATIAGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR 2020/2021**

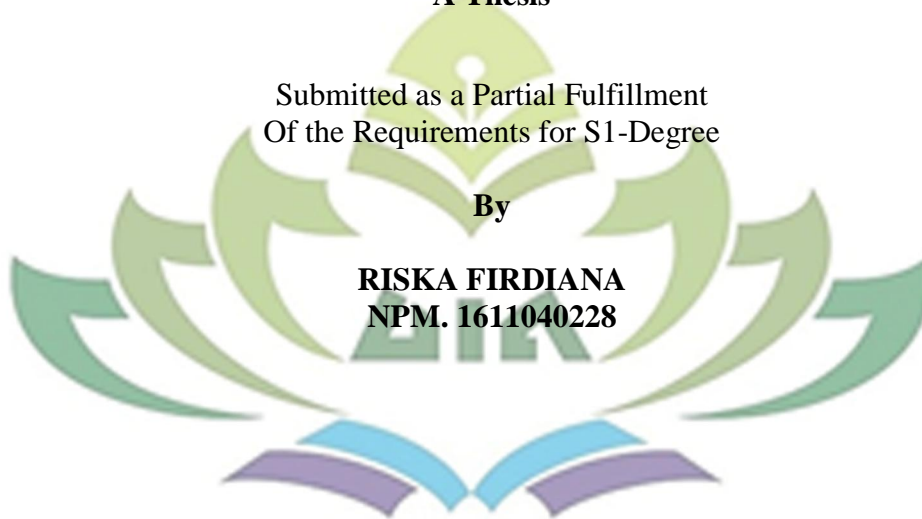


A Thesis

Submitted as a Partial Fulfillment
Of the Requirements for S1-Degree

By

**RISKA FIRDIANA
NPM. 1611040228**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG
2021**

**THE INFLUENCE OF USING TASK-BASED LEARNING THROUGH STUDENTS'
ABILITY IN WRITING RECOUNT TEXT**



A Thesis

Submitted as a Partial Fulfillment
Of the Requirements for S1-Degree

By

**RISKA FIRDIANA
NPM. 1611040228**

**Advisor : Dewi Kurniawati, S.S., M.Pd
Co-Advisor : Nurul Puspita, M.Pd**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG
2021**

ABSTRACT

This research was conducted to find the significant influence of using Task-Based Learning through students' ability in writing recount text. Task-Based Learning is an approach that uses the tasks as an important role in teaching English. Teaching learning by using Task-Based Learning divided in to three phase; pre-task, task cycle, and language focus.

The research methodology was pre-experimental design, type the one group pre-test and post-test. The population of this research was the eighth grade students of SMP Al-Huda Jatiagung Lampung Selatan in the academic year 2020/2021. The researcher took the sample by using purposive sampling, the sample was VIII B as an experimental class, consist 41 students. The treatments were held in 3 meetings in which 2 x 25 minutes for each meeting.

After giving post-test the researcher analyzed the data used SPSS formula. From the data analysis, the result of paired sample test where the Sig (2-tailed) is 0.00, it was lower than 0.05. The result means there is influence of using Task-Based Learning through students' ability in recount text at the second semester of SMP Al-Huda Jatiagung Lampung Selatan in the academic year 2020/2021.

Keywords: *Pre-experimental Research, Recount Text, Students' Writing Ability, Task-Based Learning.*



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : The Influence of Using Task-Based Learning
Through Students' Ability in Writing Recount Text
at The Second Semester of Eight Grade Students
of SMP Al-Huda Jatiagung Lampung Selatan in
the Academic Year 2020/2021**

**Student's Name : Riska Firdiana
Student's Number : 1611040228
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor

**Dewi Kurniawati, S.S., M.Pd
NIP.198006012006042047**

Co-Advisor

**Nurul Puspita, M.Pd
NIP. 198907172015032004**

**The Chairperson
of English Education Study Program**

**Meisuri, M.Pd
NIP: 198005152003122004**



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A thesis entitled: **"THE INFLUENCE OF USING TASK-BASED LEARNING THROUGH STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF EIGHTH GRADE STUDENTS OF SMP AL-HUDA JATIAGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR 2020/2021"** by: **RISKA FIRDIANA, NPM 1611040228**, Study Program: English Education, was tested and defended in the examination on: Thursday, June 3rd 2021.

Board of Examiners:

Chairperson : Iwan Kuniawan, M.Pd

Secretary : Istiqomah Nur Rahmawati, M.Pd

Primary Examiner : Nunun Indrasari, M.Pd

Secondary Examiner : Dewi Kurniawati, M.Pd

Tertiary Examiner : Nurul Puspita, M. Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 19640828 198803 2 002

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Task-Based Learning Through Students’ Ability in Writing Recount Text of The Second Semester at the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 25 February 2021

Declared by,



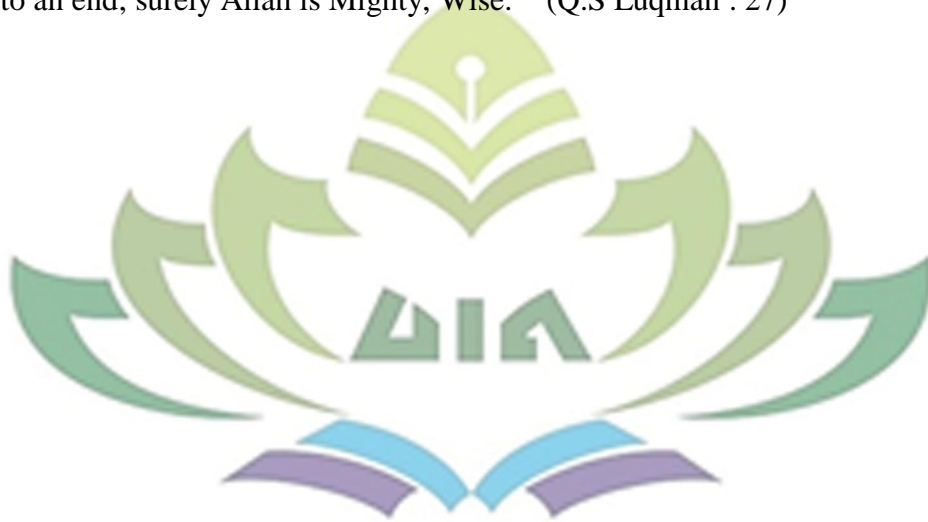
Riska Firdiana

NPM. 16110402228

MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمَ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَّا
نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ٢٧

“And were every tree that is in the earth (made into) pens and the sea (to supply it with ink), with seven more seas to increase it, the words of Allah would not come to an end; surely Allah is Mighty, Wise.”¹ (Q.S Luqman : 27)



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publication, 2001), p.413

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedication this thesis to:

1. Allah SWT who always loves and keeps me every where and every time.
2. My beloved mother, Mrs. Sri Lestari, who always gave best prayed for my success and give inspiration and big motivation, give advice till the writer finished arranging this thesis. I love her so much.
3. My elder brother and younger sister, Fajar Kurniadi and Revalia Ariani who always made me smile and support me.
4. My best friend Amah Ningsih, Indah Wahyuni, Natalia Ulfa Ardila and all my bestfriend from “Keluarga Cemara”, Aulia Oktavia Fauziana, Indah Monica, Restha Gilang Ramandha, Dicky Rizky Ramadhan E, Ahmad Kuncoro, and Muhammad Hafiz who always support me to finish my thesis.
5. Me, myself and I. Thankyou so much for survived this far. Thank you so much for always tried to think positively and never give up. Keep it up!
6. My beloved lecturers in English Education Study Program and Almamater Raden Intan States Islamic University Lampung, who made me grow up and give me much contribution for my self-development.

CURRICULUM VITAE

The writer's name is Riska Firdiana. She was born in Bandar Lampung on April, 11th 1998. She is the second child of Mr. Herman Harianto and Mrs. Sri Lestari. She has one elder brother namely Fajar Kurniadi and one younger sister namely Revalia Ariani. She lives in Bandar Lampung.

The writer studied at Kinder Garden of TK Pembina Bandar Lampung in 2003 and graduated in 2004. Then she continued in Elementary School of SDN 1 Harapan Jaya and graduated in 2010. Then, she continued to Islamic Junior High School of MTs N 2 Bandar Lampung in 2013. After graduated from Islamic Junior High School, she continued to Senior High School of SMKN 1 Bandar Lampung and finished in 2016. After finishing her study, for getting further education in higher level, in 2016 she entered to study in English Education Study Program of Tarbiyah Faculty and Teacher Training State University of Islamic Studies Raden Intan Lampung (UIN).

ACKNOWLEDGMENT

First of all, Praise be to Allah SWT the Almighty, The Most Merciful, the Most Beneficent for His blessing and mercy given to the witer during her study and finishing this thesis. The best wishes and salutation be upon the great messenger prophet Muhammad peace be upon him. This thesis entitled “The Influence of Using Task-Based Learning Through Students’ Ability in Writing Recount Text of The Second Semester at the Eighth Grade Students’ of SMP Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program of Raden Intan State Islamic University Lampung. When finishing this thesis, the writer has obtained so much help, assistance, support and many valuable things from various sides. Therefore, the writer would sincerely thank to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbyah and Teacher Traning Faculty, Raden Intan State Islamic University Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Dewi Kurniawati, S.S., M.Pd , the first advisor and also the academic advisor of the researcher, for his guidance help and countless time given to the researcher to finish this final project.

4. Nurul Puspita, M.Pd, the second advisor who has spent countless hours, always patiently guided, helped, supervision especially in correcting the writer to finish this thesis as well.
5. All lecturers of English Education Study Program of Raden Intan State Islamic University Lampung, who have though the writer since the first year of her study.
6. All lecturers of English Department of Raden Intan state Islamic University Lampung, who have taught the researcher since the first year of her study.
7. Edi Susanto, S.Pd, the Headmaster of SMP Al-Huda Jatiagung Lampung Selatan for allowed the writer conducted the research; to English teacher of SMP Al-Huda Jatiagung Lampung Selatan, Marita Susanti, S.S for being helpful during the research process and giving suggestion during the research; all the teachers and the students at the second semester of the eighth grade of SMP Al-Huda Jati Agung Lampung Selatan for allowing the writer to carry out the research in their institution, for giving the contribution and being cooperative while the writer was conducting the research.
8. All friends of the English Department of Raden Intan Lampung State Islamic University, especially beloved friends, Amah Ningsih, Indah Wahyuni, Natalia Ulfa Ardila and also for D class that can not to be mentioned one by one but you are always in my pray, who always give suggestion and spirit in famework of writing this research.

9. All friends of KKN and PPL 2019 of Raden Intan State Islamic University
Lampung.

Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weakness in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers generally.

Bandar Lampung, 25 February 2021



Riska Firdiana

NPM. 1611040228

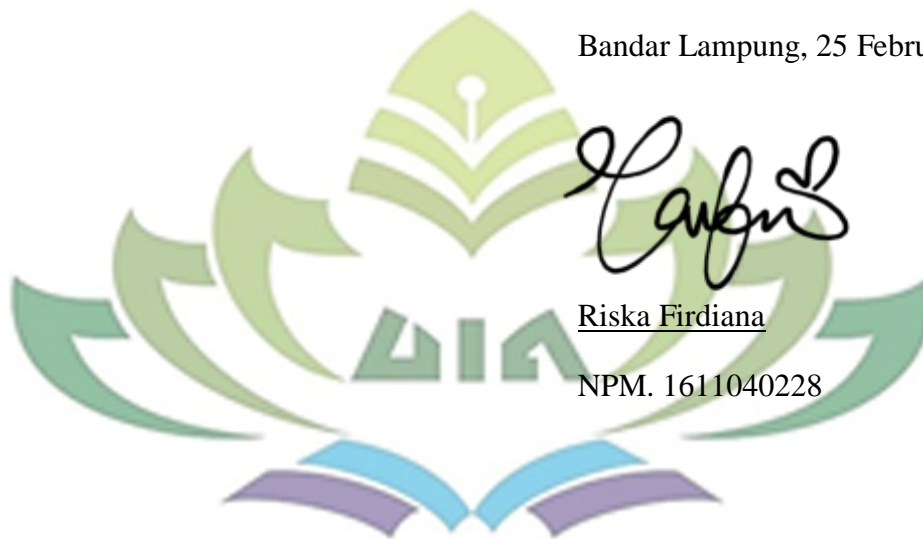


TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xii
LIST OF TABLES	xv
LIST OF FIGURE.....	xvi
LIST OF APPENDICES.....	xvii

CHAPTER I : INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	8
C. Limitation of the Problem	9
D. Formulation of the Problem	9
E. Objective of the Research	9
F. Use of the Research.....	9
1. Theoretically	10
2. Practically	10
G. Scope of the Research.....	10
1. Subject of the Research.....	10
2. Object of the Research.....	11
3. Time of the Research	11
4. Place of the Research.....	11

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Frame of Theory.....	12
1. Writing	12
a. Concept of Writing.....	12
b. Purposes of Writing.....	13
c. Process of Writing.....	14
d. Aspect of Writing.....	15
e. Concept of Writing Ability	17
f. Concept of Teaching Writing	18
2. Recount Text.....	18
a. Definition of Recount Text	18
b. Kinds of Recount Text	19
c. Generic Structure of Recount Text.....	20
d. Language Features of Recount Text	21
e. Example of Recount Text.....	22

3. Task-Based Learning	23
a. Definition of Task-Based Learning	23
b. Procedures of Task-Based Learning	25
c. Advantages of Task-Based Learning	27
B. Frame of Thinking	29
C. Hypotheses	30

CHAPTER III: RESEACRH METHODOLOGY

A. Research Design.....	31
B. The Variable of the Research.....	33
C. The Operational Definition of Variable	33
D. Population, Sample, and Sampling Technique of the Research	34
1. Population	34
2. Sample.....	35
3. Sampling Technique.....	36
E. Data Collecting Technique.....	36
F. The Instrument of The Research.....	37
G. Procedure of the Research.....	38
1. Planning.....	38
2. Application.....	39
3. Reporting.....	40
4. Scoring Scale for Evaluating the Students	40
H. Validity, Reliability, and Readability of the Test	43
1. Validity of the Test.....	43
2. Reliability of the Test	45
3. Readability of Test	47
I. Data Analysis	48
1. Fulfillment of the Assumptions.....	48
a. Normality test.....	48
b. Homogeneity Test	49
c. Hypothetical Test	49

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure	51
B. Data Description.....	51
1. Description of the First Treatment	52
2. Description of the Second Treatment.....	53
3. Description of the Third Treatment.....	54
C. Data Analysis	55
1. Result of Pre-test	55
2. Result of Post-test	56
3. Result of Normality Test.....	57
4. Result of Homogeneity Test.....	58
5. Result of Hypothetical Test.....	59
D. Discussion	60

CHAPTER V CONCLUSION AND SUGESSTION

A. Conclusion.....	63
B. Suggestion.....	64

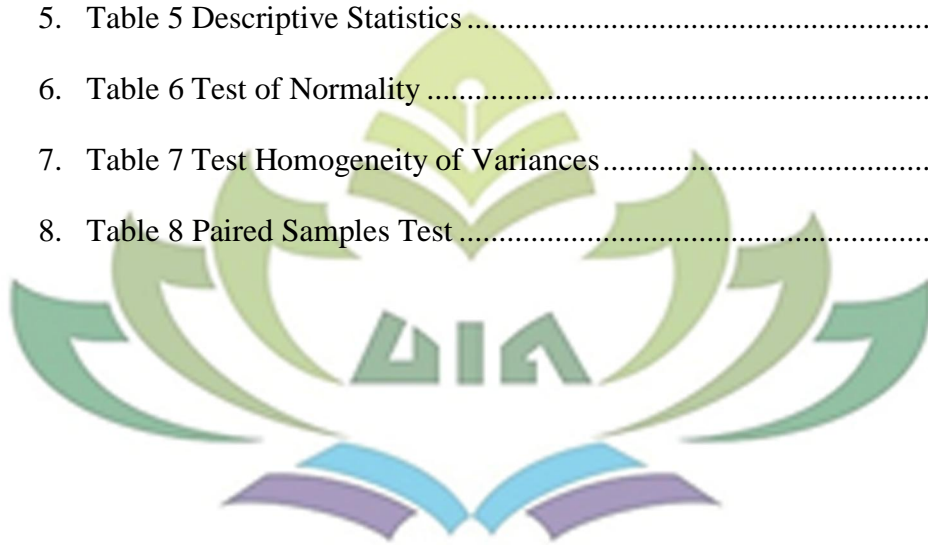
REFERENCES

APPENDICES



LIST OF TABLES

1. Table 1 Data of Score of the Students' Writing	5
2. Table 2 Diagram One Group Pre-test and Post-test Design	32
3. Table 3 The Total Number of Students	35
4. Table 4 Scoring Rubric of Writing	41
5. Table 5 Descriptive Statistics	57
6. Table 6 Test of Normality	58
7. Table 7 Test Homogeneity of Variances	59
8. Table 8 Paired Samples Test	60



LIST OF FIGURES

1. Figure 1.1 Example of Report Text..... 22
2. Figure 2.1 The Result of Pretest in Experimental Class..... 55
3. Figure 3.1 The Result of Posttest in Experimental Class 56



LIST OF APPENDICES

Appendix 1 Result of the Interview for the English Teacher.....	71
Appendix 2 Result of the Interview for the Students at the Eighth Grade.....	72
Appendix 3 Students' Writing Score	79
Appendix 4 Syllabus	82
Appendix 5 Lesson Plan for Experimental Class.....	87
Appendix 6A Instrument of Pre-Test.....	112
Appendix 6B The Name of the Students in Experimental Clas.....	113
Appendix 6C Results of Pre-Test.....	114
Appendix 7A Instrument of Post-Test	115
Appendix 7B Results of Post-Test	116
Appendix 8 Students' Score Gain.....	117
Appendix 9 Students' Assessment.....	118
Appendix 10 Result Relibility Pre-test and Post-test.....	121
Appendix 11 Expert Validation Form.....	122
Appendix 12A Readability of Writing Test.....	123
Appendix 12B Result of Readibilty Test	125
Appendix 13 Kemendikbud	126
Appendix 14 Documentation	127

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing nowadays becomes a fundamental right for everyone. We often use writing for communicate with other people when we are not in front of them. Many peoples said the most challenging skill to develop is writing. Writing is a way of a people to communicate his or her thoughts and feelings by visible signs, understandable not only for themselves but also for all other people.² It means that writing is a way to express feelings or idea to other people and understandable by both communicator. According to Harmer, the students should be encouraged to express their ideas, experience, thoughts and feelings through writing.³ Writing is always close with thinking, the close relationship between thinking and writing makes writing as a valuable part of any language course.⁴ It means by writing, the students can improve their skill of thinking.

Harmer also stated that writing is used to help the students to perform a different kind of activity. Students need to be able to write to do their activities.⁵ Writing is use for a wide variety of purpose and its producing many different forms. Writing also is one of language skills that more complex and difficult than

²Nidya Indrilla and Dyah Setyowati, ,”An Approach in Teaching Writing Skills: Does It Offer a New Insight in Enhancing Students’ Writing Ability”,(LLT Journal: a Journal on Language and Language Teaching, Sanata Dharma University,Yogyakarta,2018),p.124

³ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.31

⁴ Ann Raimes, *Techniques in Teaching Writing*, (Oxford: Oxford University Press, 1983),p.3

⁵Jeremy Harmer, *Op. Cit.*,p.33

other skills because the students should master in grammar and vocabulary.⁶ It means writing has any purposes that related with their form. Because writing is a complex skill, the students should practice more and looking for many resources in order their written product can interested the reader.

Writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct their own views on a topic. Writing is a developmental process, the teacher try to avoid imposing their views, offering models or suggesting responses to topics beforehand. Writing also is an act of discovering meaning, a willingness to engage with students' assertions is crucial and response is a central means to initiate and guide ideas.⁷ It means that writing not a spontaneous process, it has steps in developing the students' idea.

There are some reasons why writing should be includes as a part of second-language syllabus. First, writing reinforces the grammatical structures. Second, when students write, they always have a chance to be adventurous with language, to go beyond what they have just learned to say, to take the risks. Third, when they write, they necessarily become involved with new language, the effort to express ideas and the constant use of the eye, hand, brain is a unique way to reinforce learning.⁸ It means that writing has important rules to the developing students thinking ability especially in thinking, because they should express their thought in written form but in a good way.

⁶ Ahmad Siddiq, *The Use of Semantic Mapping Technique to Improve Writing Skill in The Descriptive Text*, (JP3, Volume 1, No.12, Agustus,2013),p.8

⁷ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003),p.9

⁸ Ann Raimes, *Loc. Cit.*

Based on experts' opinion mentioned before, the researcher concludes that writing is a way of communicating or to express or conveys someone's ideas, thoughts or feelings in written form in order to provide a topic. Writing also became fundamental rights for everyone to learn, because nowadays writing is used for a wide variety of purpose. In teaching and learning writing, there are some types of writing, one of that kind is writing recount text. According to Cogan, recount text is a kind of text to retell event with purpose of either of informing audiences or readers. The text has three generic structures, namely orientation, events, and reorientation.⁹ It means that recount text is a text that tells the readers about information. Barwick said that there are 5 types of recount text, they are :

1. Personal recount : tells a writer experience in the past.
2. Factual recount : documents a series of events sequentially and evaluates their significance.
3. Imaginary recount : the imaginary details og a literary or story recount are placed in a realistic context. Example : my diary as a child in space.
4. Procedural recount : procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result.
5. Critical recount : A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are

⁹ Phil Coogan, *Text Types*. <http://English.unitechnology.ac.nz/copyright.html> (Retrieved on Oktober, 12th 2020)

included to suit the argument, but this recount may not be sequenced chronologically.¹⁰

In conclusion, five types of recount text have different purpose. In this research, the researcher will use personal recount to observe the students' ability in writing recount text.

Based on preliminary research on January 6th, 2021 at SMP Al-Huda Jatiagung Lampung Selatan, the teacher said that some of the students are not interested in learning English, they were also passively when teaching learning is ongoing. The teacher also said that the students' ability in learning English especially in writing was still low because the students feel confused how to express their idea in written English. Their grammar mastery is also low and it cause they always made so many mistakes when writing a text. The teacher also uses Communicative Language Teaching when she thought the students because she said that this approach is a simple way to teach writing to the students with many activities which students can do.¹¹

Below is the table of the students writing score of the eighth grade at SMP Al-Huda Jatiagung Lampung Selatan in the 2020/2021 academic year which was taken from the result of study in the first semester by the English Teacher.

¹⁰ John Barwick, *Targetting Text*, (New South Wales: Blake Education, 1999), p. 4-5

¹¹ Marita Susanti, The English Teacher of SMP Al-Huda Jati Agung Lampung Selatan, *The Result of Interview*, 2020, Unpublished

Table 1
Data Score of the Students' Writing at the Second Semester of the Eighth
Grade of SMP Al-Huda Jati Agung Lampung Selatan 2020/2021 Academic
Year

No	Class	Students' Score		Number of Students
		< 70	≥ 70	
1.	VIII A	27	15	42
2.	VIII B	31	10	41
3.	VIII C	30	14	44
Total of the students		88	39	127
Percentage		69.29%	30.71%	100%

Source: English Teacher's Document of the Eighth Grade of SMP Al-Huda Jati Agung Lampung Selatan

From the table above, we can see that there are 127 students. There are 88 students (69.29%) who get lower score from the target minimum score (70) and there are 39 students (30.71%) who passed the target minimum score (70). It can be concluded that students were still feel difficult if they must writing English especially in recount text.

In addition, the researcher also did the interview with some students in SMP Al-Huda Jati Agung Lampung Selatan. They said that the limited of English study time in the school caused their knowledge in English are low, sometimes they feel bored with how the teacher explain the English material and sometimes they did not get a feedback from the teacher after they doing some writing exercise. They also said that learning English is very difficult especially in grammar and vocabulary because so many vocabularies in English that they do

not know and it caused they cannot write English text correctly.¹² It can be known that the students think that English is a difficult subject and they did not get a chance to know their written English is right or not because they did not get a feedback or review from the teacher to know their ability in writing. They also feel bored when teaching learning process is going.

After interviewing the English teacher and the students in SMP Al-Huda Jatiagung Lampung Selatan, the researcher got the result that students wanted to get a feedback from the teacher. The teacher also used Communicative Language Teaching as her principles. The results of her approach were the students just focus on oral skill and sometimes they write but just rarely practice. On this condition, the researcher changed the approach by using Task-Based Learning.

Task- Based Learning also known as Task-Based Language Learning, Task-Based Instruction or Task-Based Teaching is an approach based on the use of tasks as the core unit of planning and instruction in language teaching.¹³ Task-Based Learning also can say as a strong communicative approach. This is because it aims not only to teach communication as an object, but to engage learners in authentic acts of communication in the classroom. It requires learners to treat the language they are learning as a tool. It gives primacy to ‘fluency’ over ‘accuracy’.¹⁴ The primary focus of this classroom activity is the task and language are the instrument which the students use to complete it. The activity reflects real

¹²Students of SMP Al-Huda Jati Agung Lampung Selatan, *The Result of Interview*,2020, Unpublished

¹³Endang Fauziati, *Methods of Teaching English as a Foreign Language*, (Surakarta: PT. Eka Pustaka Utama,2014),p. 184

¹⁴*Ibid*

life and learners focus and meaning.¹⁵ According to the definition above, the researcher can conclude that Task- Based Learning is an approach that can use by the teacher to teaching writing English because it will give the students fluency over accuracy in learn English writing.

There were several previous researches which is relevant to this research as follows: Nazenin Ruso in his research journal about “*The Influence of Task-Based Learning on EFL Classroom*”. The findings of the research reveal that implementing a Task- Based Learning approach in EFL classes creates variety for the students. In students’ and researcher’s diaries revealed that Task- Based Learning was helpful in students’ motivation and learning. It encourages students’ practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. In the light of students’ reflection for the task used during the study, which were very positive, it can be concluded that students were receptive to the idea of Task- Based Learning while learning English as a second language.¹⁶

Desmayenni, Seiyadi and Hasan about “*Implementation of Task-based Learning Method in Writing Descriptive Text*”. In this research, there were 2 cycles to observed the students. The result of their research is the students’ writing score shows that there was a better improvement in the cycle II.¹⁷

Nasution and Siregar about “*The Effect of Task-Based Learning on Students’ Achievement in Writing Procedure Text*”. From the calculation, the t-test

¹⁵*Ibid*, p.185

¹⁶ Nazenin Ruso, *The Influence of Task- Based Learning on EFL Classroom*, (Journal in Asian EFL Journal, January, 2007), p.13-14

¹⁷ Myra Desmayenni et.al, “*Implementation of Task-Based Learning Method in Writing Descriptive Text*”, (Journal of English Study Research FKIP UNILA, 2012), p. 5

form this research was 2.34. It was found that there was a significant effect of Task-Based Learning on the students' achievement in writing a procedure text.¹⁸

According to the previous research above, there were the difference and similarity with this research. The difference were the kinds of a text, the previous research used procedure and narrative text, this research used recount text and one previous research was used for EFL Classroom. The similarity with this research is the researcher used the same approach that is Task- Based Learning or Task-Based Language Teaching. The researcher expected that there is influence of Task-Based Learning in students' writing ability. Hopefully by using Task-Based Learning approach could help the students in learning writing recount text. The researcher intended to make a research about : The Influence of Using Task-Based Learning through Students' Ability in Writing Recount Text at the Second Semester of the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2020/2021.

B. Identification of the Problem

Based on the background of the problem above the researcher identify the problem as follows;

1. The students did not understand how to writing English correctly
2. The students did not get a feedback or a review of their result in writing
3. The students think that the teachers' technique make students bored when teaching learning process is going.

¹⁸ Ade Suryani Nasution and Masitowarni Siregar, "*The Effect of Task-Based Learning on Students' Achievement in Writing Procedure Text*", (Journal of English Language Teaching of FBS-Unimed, 2012), p.10

C. Limitation of the Problem

Based on the identification above, the researcher limits this research on influence of using task-based learning through students' ability in writing recount text at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in academic year of 2020/2021. This research focused on the problem in the recount text about personal recount text.

D. Formulation of the Problem

In the relation on the background, identification and limitation of the problem before, the problem of this research can be formulated as "Is there any significant influence of task-based learning through students' ability in writing recount text?"

E. Objective of the Research

Based on formulation of the problem above, the objective of this research is to know whether there is Significant Influence of Using Task- Based Learning through Students' Ability in Writing Recount Text at the at the Second Semester of the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2020/2021.

F. Use of the Research

Based on all of the statement above, the researcher expects this research can have the following use:

1. Theoretically

To give information to the readers, to be use as a reference for further information and to support the previous research that used Task-Based Learning to increase students' writing ability.

2. Practically

a. For the teacher

The result of this research will give information to the teachers about the influence of using Task-Based Learning through students' ability in writing recount text at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in 2020/2021 academic year.

b. For the students

The students can write English correctly especially in recount text using Task-Based Learning.

c. For the school

The result of this research can be able to motivate the school to increase the quality of learning English especially in writing.

G. The Scope of the Research

The researcher determined the scope of the research as follows:

1. Subject of the Research

Subject of the research were the students at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the 2020/2021 academic year.

2. Object of the Research

The object of this research was the influence of using Task-Based Learning through students' ability in writing recount text at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the 2020/2021 academic year.

3. Time of the Research

The research conducted at the eighth grade in the 2020/2021 academic year.

4. Place of the Research

The place of this research conducted at SMP Al-Huda Jatiagung Lampung Selatan.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Writing

a. Concept of Writing

Writing is one of the abilities which is essential to develop. Writing skill is a particular capacity that causes the writers to share their idea into words in a significant structure and intellectually associates with the message.¹⁹ Writing is an example of human information processing in action.²⁰ It means writing skills can be defined as composing someone's idea and information that has a meaningful form.

Writing also is an activity of producing or reproducing written message.²¹ Conceptualizing second language writing directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts.²² It means, learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

Writing is a language skill that involves language production and so writing often referred to as productive skill.²³ Besides, Harmer said that writing is

¹⁹ Ade S.N and Marsitorwarni Siregar, *The Effect of Task-Based Learning Method on Students' Achievement in Writing Recount Text*, (Medan: Universitas Medan), p. 2

²⁰ Naomi Flynn and Rhona Stainthorp, *The Learning and Teaching of Reading and Writing*, (London: Whurr Publisher Limited, 2006), p. 54

²¹ Barly Bram, *Write Well: Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p.23

²² Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 3

²³ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 2006), p.16

a form of communication to deliver or to express feelings in written form.²⁴ It means that writing creates a product to communicate with peoples.

From the definition above, the researcher concludes that writing is a way of communication by producing and reproducing ideas by written form and has significant structure. Writing also consists of grammatical features for the text to have a clear structure and easy to be understood by the readers.

b. Purposes of Writing

Every exercise always has an aim or a purpose, also in writing. Writing has many purposes. Grenville stated that writing has some purposes as follows :

1. Writing to entertain

A written product can make a reader entertain with writing in emotionally by something serious, sad, or funny. Writing that involves emotions can also be reflective and contemplative. Writing to entertain takes the form of imaginative writing or creative writing. Kinds of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

2. Writing to inform

A written product also can be the informer to a reader. Every knowledge or incident that happens in this world could be shared by writing. We can see kinds of writing to inform are newspapers, articles, scientific or business reports, instruction or procedures, and essays for school and university.

²⁴ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education, Ltd, 2004), p.79

3. Writing to persuade

Newspaper, article, and advertisement might include an opinion, but as part of a logical case backed up with evidence. So writing can be persuaded to someone by presenting the evidence so that the readers can follow the writer's opinion and act on it.²⁵

After knowing what are the purposes of writing, the researcher concluded that writing not only producing written form but every written form has its purpose like to entertain, to inform or to persuade. All of this purpose can be known by the type of writing.

c. Process of Writing

When someone starts writing, they need to stimulate their idea in the right manner by following the steps of the writing process. According to Harmer, the process of writing has four main elements as follows:

1. Planning

Before beginning writing, writers should make planning what they want to write. It can begin with making a detailed noted of the writer's idea. When the writers do the planning, they have to consider about three main issues, that are: The Purpose of their writing, the audience of their writing, and the content structure.

2. Drafting

Drafting is the first version of a piece of writing. Drafting is the process in which the writers organize information and develop their idea to

²⁵ Kate Grenville, *Writing From Start to Finish: A Six Step Guides*, (Sydney: Allen and Unwin, 2001), p.1

be a cohesive product.

3. Editing (Reflecting and Revising)

After the writer has a draft, they need to read through their written to know where it works and where it does not. This process is one of the important processes because the writer should do revise if their written are not clear, ambiguous, or confusing. This process is often helped by other readers (editor) who comment and make suggestions to help the writer make appropriate revisions.

4. Final Version

When the writer has done with the editing process of their writing and makes a change in their writing, they produce the final version. This final version may be different from the original plan and the first draft because it gets revised in the editing process. In this process, the writer ready to send the written text to its intended audience.²⁶

The process of writing is not linear, but rather recursive. This happens because sometimes the writers often re-plan, re-draft, or re-edit. Even they get the final version, but sometimes the writers changing their mind and re-planning, drafting or editing.

d. Aspect of Writing

Writing is a complex skill to learn because it requires the students to treat several aspects that a written product should have in it. Create a written product

²⁶Jeremy Harmer, *How To Teach Writing*, (England: Pearson Education Ltd, 2004), p.4-6

can be successful if not only following the process but the result of writing should have several aspects as follows:

1. Content

Content refers to the substance of writing. The written product should have a topic sentence. The topic sentence should express the main idea and reflect the entirety of the paragraph. The content also is known as the result of a developing subject by the writer.

2. Organization

This aspect refers to the coherence of the paragraph content. The writer should gather the ideas into a logical organization so that ideas could run smoothly within the paragraph.

3. Vocabulary

Selecting words is an important thing that the writer should be done in producing a writing form. The writer should choose the clear word to express their ideas for their written product that could be understood by the readers.

4. Language Use

The writer should use correct grammatical forms and syntactic patterns to their written product to produce sentences in a logical relationship in each paragraph.

5. Mechanic

The writer should use a graphic conventional of the language. This

aspect is the step of arranging letters, using the correct spelling, capitalization, and punctuation in the paragraph.²⁷

From the explanation above, the researcher concluded that these aspects also take a place in the process of writing, but create good writing is not only following the process of writing but the writers should pay close attention to these aspects in order to the written product has an effective composition and good quality.

e. Concept of Writing Ability

The importance of writing ability nowadays became prior needs to the students. It because of increasing international interactions/transactions and opportunities to study abroad. Writing ability is very needed by students in order for their written product could be used to communicate with other people in overseas or to shared or getting the information that happens in overseas. According to Jyi-yeon Yi, writing ability should be defined as a prior to designing a writing assessment.²⁸ It means that writing ability is a thing that the students need to make a writing assessment. From the explanation above, the researcher assumes that writing ability is the skill or the first thing that students have when they begin to create a writing assessment. Writing ability is a natural thing that students have in themselves, but absolutely each student has a different level of writing ability. In order to writing assessments can be a good one, writing ability should be practice so many times.

²⁷ H.J. Jacobs, et al, *Testing ESL Composition: A Practical Approach*, (Newbury House, 1981), p.90

²⁸ Jyi-Yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High School*. *Journal of Pan-Pacific Association of Applied Linguistic*, 13(1), 2009, p.65

f. Concept of Teaching Writing

Teaching writing becomes an important thing that should get pay attention to because of the variety of needs of communication in this era. Teaching writing also helps in preparing the students to create a well-written product that can be used on present-day in a variety of purposes. According to Harmer, teaching writing is focused on the product of writing and also on the process of writing.²⁹ It means that teaching writing takes place in developing students' abilities in writing. The teachers not only focus on giving information about writing while teaches the students, but they also should giving feedback to the students during the writing process until the students finish their written work.

2. Recount Text

a. Definition of Recount Text

According to Knapp and Watkins, recount is the simplest kind of text. Recount also can be defined as a written form of an experience that happened in the past.³⁰ It can be concluded that recount text is a text which tells about real event or experience which has been done in the past. A recount text has its purposes. The purpose of a social function is to retell an occasion with a cause to tell or entertain the readers. Recount also tells a chain of events and examines their importance in some way. It is also to offer the readers descriptions of what, when, where, who, why, and how it occurred.³¹ It means that recount text has

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 2006), p. 257

³⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2005), p. 224

³¹ Natanael Saragih, Roswita Silalahi, Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School*

purposes of either informing or entertaining the readers by tells an experience in the right chain arrangement in order for the readers can understand the whole content.

There were some steps in constructing a written recount text as follows :

- a. The first paragraph should give a background of information about who, what, where, and when the experience happened.
- b. Events usually consist of some of the paragraphs and it arranged in chronological order. Namely event 1, event 2, event 3.
- c. personal opinion as an evaluation remarks in the last paragraph. The Evaluation consists of the idea of the writer.
- d. A reorientation that "rounds off "the sequences of events or retell about what happened in the end.³²

A writer should pay attention to all steps above when constructing a written recount text. It can help a writer make a written recount text more organized.

b. Kinds of Recount Text

Recount text has purpose to inform or to entertain the readers. Every purpose has its own importance in a different way. Because of these purposes, recount text consists of five types of recount text, those are:

1. Personal Recount

Retells the writer's experience that has been done and may be used to build the relationship between the writer and the reader.

2. Factual Recount

Report the particulars of an incident or event by reconstructing factual information.

3. Imaginative Recount

Applying factual knowledge to an imaginary role in order to interpret and recount.

4. Procedural Recount

Record the steps in an investigation or experiment by providing the basis for reported the results or findings.

5. Literary Recount

Retell a series of events for entertaining the readers.³³

Based on the statements above, the researcher concluded that there are five kinds of recount text and every kind has its aims and genres. In this research, the researcher will focus on a personal recount.

c. Generic Structure of Recount Text

Recount text usually has three parts, they were: orientation, events, and reorientation. The orientation consists of the setting and the participants, the events consist of the sequence of the events, and the reorientation consists of summaries of the events. Generic structure of recount text consists of :

1. Orientation

It contains the information about what, who, when, where, why, and how the events or experience happened in the past. Orientation is a part of

³³Eko Wahyu Darmawan, "The Comparison Between CIRC (Cooperative Integrated Reading and Composition) and JIGSAW to Teach Recount Text". (a Final Project of Semarang State University in English Education Program, Semarang, 2015), p. 31

experience introducing a process to the reader in order to the reader understands the text.

2. Events

It tells about the events which happened in the past chronologically. The writer should make this part be organized in order the experience in the past and can be understood by the reader.

3. Reorientation

The end of the story consists of the conclusion or the effect which is caused by the sequence of events.³⁴

d. Language Features of Recount Text

A text always has language features to help the readers improve their knowledge about the text. Choices in language features can define a type of text and meaning. Recount text has language features, they were:

- a) Use of nouns and pronouns to identify people, animals, or things involved.
- b) Use of past action verbs to refer to the events, e.g. : went, stayed, arrived, etc.
- c) Use of past tense to located events in relation to the writer's time.
- d) Use conjunctions and time connectives to sequence the event, e.g. : then, before, after, etc.
- e) Use of adverb and adverbial phrases to indicate place and time.
- f) Use of adjectives to describe nouns.³⁵

³⁴*Ibid*, p.32-33

³⁵Natanael Saragih, Roswita Silalahi, Hilman Pardede, *Op.Cit.* p.57

e. Example of Recount Text

Recount text consisted of an orientation, events, and re-orientation. Below is the example of a personal recount text :

Figure 1.1
Example of Recount Text from the author in British Course

Text	Generic Structure
<p style="text-align: center;">Came Late to School</p> <p>Last Wednesday, I came late to my school because I played play station until 2.00 am in the night. Because that I woke up late.</p>	Orientation
<p>I woke up about 6.30 am and the class would be began at 7.00 am. I ran to the bathroom to take a bath. I usually had breakfast after took a bath, but on that day I did not do that.</p> <p>I always went to school by my motorcycle. But on that day, I forgot where I put the key. So, I went to school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course, my teacher was angry to me because I came late.</p>	Events
<p>It was my bad experience and I hoped I would not do</p>	Re-orientation

that again. ³⁶	
---------------------------	--

3. Task-Based Learning

a. Definition of Task-Based Learning

Task-Based-Learning or Task-Based-Language Teaching is an approach dependent on the utilization of the tasks as the center unit of arranging and guidance in language teaching.³⁷ It means that Task-Based Learning is an approach that uses the tasks as an important role in teaching English. According to Richards, Task is something that learners do, or carry out, using their existing language resources or those that have been provided in pre-task work.³⁸ Project according to Project Management Institute is defined as a sequence of tasks that must be completed to attain a certain outcome.³⁹

Willis and Willis also said that Task-Based Learning is an approach to deal English study by drawing students in genuine language use in the classroom and designing tasks to the students which expect students to use the language for themselves.⁴⁰ It means that this approach is designed to produce learners use their English in their own tasks.

³⁶ <http://britishcourse.com/recount-text-complete-explanation.php> (Retrieved on July, 7th 2020)

³⁷ Jack C. Richards and Theodore S. Rodgers, *Approaches Methods in Language Teaching*, 2nd Edition, (Cambridge: Cambridge University Press, 2001), p. 223

³⁸ <https://www.professorjackrichards.com/difference-task-exercise-activity/> (Retrieved on June, 18th 2021)

³⁹ http://www.maxwideman.com/papers/defining_project/definitions.htm (Retrieved on June, 18th 2021)

⁴⁰ Dave Willis and Jane Willis, *Doing Task-Based Teaching*, (New York: Oxford University Press, 2007), p. 1

Task-Based learning also can be defined as an approach that aims at creates opportunities for language learning and skill-development through collaborative knowledge-building.⁴¹ The tasks used in this approach interpret the real world, so students can feel a real condition of affairs in the use of the target language. It intends to make the students' attention on meaning by process and accomplish the tasks that were given. Task-Based Learning assessment based on the task outcome. It means that the tasks for the learners focused on developing fluency of target language and students' confidence in doing the tasks.

According to Fauziati, Task-Based Learning have drawn a variety of theoretical principles, they were:

1. Language learning will be successful if learners engage in activities that have a genuine interaction. It means the learners have to use the language in ways that closely resemble how language is used naturally outside the classroom.
2. Tasks provide both input and output (production) processing necessary for language acquisition. It means that acquisition is the best serve when the learners participate in the negotiation of meaning.
3. Tasks can improve learners' fluency and accuracy by focusing on the form while communicating. It means that the teacher or the learners should focus on form and it can be incidental (occasional shift of attention) or contingent on learners' need.⁴²

⁴¹ Mei Setya Chairena, The Implementation of Task-Based Learning in Teaching Recount Text Writing for Junior High School Students, *Journal of UNIMUS Vol.6 No.2 2016*, p. 144

⁴² *Op.Cit*, p.186

From the explanation above, the researcher concludes that Task-Based Learning is an approach which allows the students to develop their language skill at their own pace. The teacher focuses on the students, how they explore their target language by growing the students' activities

b. Procedures of Task-Based Learning

There are classrooms procedures in implementing Task-Based Learning. Because of the pandemic, the procedure of teaching learning process using Task-based Learning will be different from usual. The researcher will use online class with class procedure below:

1. The Pre-Task Phase (Introduction)

- a) The student explores the topic about personal recount that given by the teacher in power point and teacher's explanation to introduce the topics.
- b) The students were given some useful words and phrases by the teacher.

E.g :

- The use of nouns and pronouns to identify people, animals or things involved
- The use of action verbs to refer to the events (went, stayed, arrived, etc)
- Use of past tense
- Use conjunctions and time connectives (then, before, after, etc)
- Use of adverb and adverbial phrases
- Use of adjectives to describe nouns

- c) The teacher provides material reinforcement by using games such as compiling the correct recount text arrangement.
- d) The teacher explains the task for the students after presenting the models of the task.

2. The Task Cycle: Task, Planning, Report

- a) Task phase : The students begin to write their task the teachers here act as a monitor and encouraging (observing or counseling) the students' attempts at communication without correcting their works. The teacher allows the students to use their own ideas without worrying about grammar, spellings, and other mechanics.
- b) Planning phase : the students prepare their result of writing before. The teacher asks some questions here and otherwise, or simply monitoring the students.
- c) Report phase : the teacher choose a student to presents his or her result in front of the class and the teacher make comments or giving a note about the students' task.

3. Language Focus : Analysis and Practice

- a) The analysis phase contains the teacher's review of the task like the language structures or grammatical issues related to the tasks that students are addressing.

- b) The practice phase is the students are given a homework relating to the material as a reflection for the students after getting a feedback from the teacher.⁴³

c. Advantages of Task-Based Learning

1. Task-Based Learning is useful for moving the focus of the learning process from the teacher to the student.
2. It gives the students a different way of understanding language as a tool instead of as a specific goal.
3. It can take teaching from abstract knowledge to real-world applications.
4. A Task is helping in meets the immediate needs of the learners and provides a framework for creating interesting class and that can address student needs.⁴⁴
5. Task-Based Learning helps learners to interact spontaneously.
6. Task-Based Learning gives language learners the opportunity to learn vocabulary.
7. Provides essential conditions for language learning.
8. Task-Based Learning provides conditions that allow learners to assimilate what they notice and understand while performing the task.⁴⁵

⁴³ Abraham Panavelil, *Teaching and Learning to Write: Using a Task-Based Approach in an EFL Class*, (Hershey: IGI Global, 2015), p.117-119

⁴⁴ Pools-M, Task-Based Learning, *GD for Uddamne Iseog Kultur, POOLS-M LLP-LdV-Tol-2009/DK-902*, p. 4

It can be concluded that Task-based Learning provides a lot of advantages that can be useful for the students in teaching learning process.

d. Disadvantages of Task-Based Learning

1. The learners in the study pointed out that lack of familiarity with task types, confusion over the purpose of the task and the impact and extent of cultural knowledge are the predominant factors that cause Task difficulty.
2. A mismatch between the learners' and teachers' perceptions.
3. The outcome of the task may not be consistent with the aims and objectives with which the task is designed.
4. Linguistic deficiency.
5. Learners' needs neglected.⁴⁶

According to disadvantages above, the researcher try to use some strategy to reduce the disadvantages of Task-Based Learning, they were :

1. The teacher should engaged the students knowledge by give the students sufficient insight into the material or give the students opportunity to ask some questions about what is not clear. This way will equalize perceptions between the teacher and the student about the material.

⁴⁵ Tonia Grace Ganta, The Strength and Weakness of Task-Based Learning (TBL) Approach, *An International Peer Reviewed Scholarly Research Journal For Interdisciplinary Studies*, JAN-FEBRUARY , 2015, VOL-III/XVI, p. 2763-2765

⁴⁶ *Ibid*, p. 2765- 2767

2. The teacher let the students to use the learning media such as dictionary to explore new words.

B. Frame of Thinking

Based on the theory above, the researcher came to frame of thinking. The researcher thought that writing is someone skill to produce language production in a written form by expressing or delivering their ideas in order to inform, entertain, or to persuade the readers. One of the writing products is a text and one kind of text is recount text.

Recount text is a kind of text that retells the reader about past events or experiences in order to entertain the readers. A good recount text should have the right generic structures which are : orientation, event, and re-orientation. Not only the right generic structure but recount text also should arranged with right language features which are : a) Use of nouns and pronouns to identify people, animals, or things involved. b) use of past action verbs to refer to the events. c) use of past tense to located events in relation to the writer's time. d) use conjunctions and time connectives to sequence the event. e) use of adverb and adverbial phrases to indicate place and time. f) use of adjectives to describe nouns. The students should learn how to make a good recount text and one of approach to teach the students to make a good recount text is Task-Based Learning.

Task-Based Learning is an approach which uses task as a center of the learning. It allows the students to work somewhat with their own level and interest area to process and restructure their inter-language. This approach is student-

centered learning and the role of the teacher here as a modified to that of helper. There are three phases of Task-Based Learning which are: 1) pre-task, 2) the task cycle (task, planning report) and 3) language focus (analysis and practice).

C. Hypotheses

Based on the theoretical assumption above, the researcher formulated hypotheses as follows:

Ho : There is no significant influence of using Task-Based Learning through students' ability in writing recount text of the second semester at the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021.

Ha : There is a significant influence of using Task-Based Learning through students' ability in writing recount text of the second semester at the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021.

REFERENCES

- Arikunto, S. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta, 2005
- . *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 2010
- Ary, D., Jacobs, L. C., & Sorensen, C. *Introduction to Research in Education 8th Edition*. Canada: Wadsworth Cengage Learning, 2013
- Baharudin. (n.d.). *Recount Text Complete Explanation*, from British Course: <http://britishcourse.com/recount-text-complete-explanation.php>, (Retrieved July 7, 2020)
- Barwick, J. *Targetting Text*. New South Wales: Blake Education, 1999
- Best, J. W., & Khan, J. V. *Research in Education 7th Edition*. New Delhi: Prentice-Hall, 1995
- Bram, B. *Write Well : Improving Writing Skill*. Yogyakarta: Kanisius, 1995
- Chairena, M. S. The Implementation of Task-Based Learning in Teaching recount Text Writing for Junior High School Students. *Journal of UNIMUS (Vol.6 No.2)*, 2016
- Cogan, P. *Text Types*. <http://English.unitechnology.ac.nz/copyright.html> (Retrieved on Oktober, 12th 2020)
- Creswell, J. W. *Educational Research, Quantitative and Qualitative Research 4th Edition*. Boston: Pearson Education, 2012
- Darmawan, E. W. *The Comparison Between CIRC (Cooperative Integrated Reading and Composition) and JIGSAW to Teach Recount Text*. Semarang: University of Semarang, 2015
- Fauziati, E. *Methods of Teaching English as a Foreign Language*. Surakarta: Eka Pustaka Utama, 2014
- Flynn, N., & Stainthorp, R. *The Learning and Teaching of Reading and Writing*. London: Whurr Publisher Ltd, 2006
- Ganta, T. G. The Strength and Weakness of Task-Based Learning (TBL) Approach. *An International Peer reviewed Scholarly Research Journal for Interdisciplinary Studies (Vol.III No.XVI)*, 2763-2765, 2015

- Grenville, K. *Writing From Start to Finish : A Six Step Guides*. Sydney: Allen and Unwin, 2001
- Harmer, J. *How To Teach Writing*. New York: Longman, 2004
- . *The Practice of English Language Teaching*. New York: Longman Publishing, 2006
- Hyland, K. *Second Language Writing*. New York: Cambridge University Press, 2003
- Indrilla, N., & Ciptaningrum, D. S. An Approach in Teaching Writing Skills: Does it Offer a NewInsight in Enhancing Students' Writing Ability? *LLT Journal : A Journal on Language and Language Teaching Vol 21 No. 2*, 2018
- Jacobs, H., Zingraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. *Testing ESL Composition : A Practical Approach*. Massachusetts: Newbury House, 1981
- Knapp, P., & Watkins, M. *Genre, Text, Grammar : Technologies for Teaching and Assessing Witing*. Sydney: University of New South Wales Press Ltd, 2005
- Kouame, J. B. Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-literate Participants. *Jornal of Multi Disciplinary Evaluation Vol. VI No. 14*, 2010
- Langeveldt, H. *Communicative Langage Teaching (CLT) : Strength and Weaknes*, from ISSUU: http://issuu.com/miriamsheen/docs/_clt_strength_and_weakness, (Retrieved June 23, 2020)
- Margono. *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta, 2010
- Panavelil, A. *Teaching and Larning to Write: Using a Task-Based Approach in an EFLClass*. Hershey: IGI Global, 2015
- Pools-M. *Task-Based Learning. GD for Uddamne Iseog Kultu*, 2009
- Raimes, A. *Technique in Teaching Writing*. Oxford: Oxford University Press, 1983
- Richards, J. C., & Rodgers, T. S. *Approaches Methods in Language Teaching 2nd Edition*. Cambridge: Cambridge University Press, 2001

- Richards, J. C. *Difference Between Task, Exercise, Activity*. <https://www.professorjackrichards.com/difference-task-exercise-activity/> (Retrieved on June, 18th 2021)
- Ruso, N. The Influence of Task-Based Learning on EFL Classroom. *Asian EFL Journal*, 2007
- S.N, A., & Siregar, M. The Effect of Task-Based Learning Method on Students' Achievement in Writing Recount Text. *Journal of English Language Teaching of FBS UNIMED (Vo.1 No.1)*, 2012
- Saragih, N., Silalahi, R., & Pardede, H. The Effectiveness of sing Recount Text to Improve Writing Skill dor Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science (Vo.19 Issue 1 Ver. XII)*, 2014
- Schreiber, J., & Asner-self, K. *Educational Research*. New York: Willey & Sons, Inc, 2011
- Setyadi, B. *Teaching English as a Foreign Language*. Yogyakarta: Penerbit Graha Ilmu, 2006
- Shiddiq, A. The Use of Semantic Mapping Technique to Improve Writing Skill in The Descriptive Text. *Journal of ISSN (JP3 Vol. 1 No. 12)*, 2013
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2006
- Sukardi. *Metodologi Penelitian Pendidikan*. Jakarta: PT. Bumi Aksara, 2012
- Tribble, C. *Language Teaching Writing*. New York: Oxford University Press, 1996
- Wilkinson, D., & Birmingham, P. *Using Research Instrument: A Guide for Research*. London: Taylor & Francis e-Library, 2003
- Willis, D., & Willis, J. *Doing Task-Based Teaching*. New York: Oxford University Press, 2007)
- Wu, J. & Erlam, R., *The Effect Of Timing On The Quantity And Quality Of Test-Takers' Writing*, New Zealand Studies in Applied Linguistics, 2016, 22 (2), 21-34
- Yi, J. Y. Defining Writing Ability for Classroom Writing Assessment in High School. *Jornal of Pan-Pacific Association of Applied Linguistic (Vo.13 No.1)*, 2009